

PYP Unit and Central Idea: HOW WE EXPRESS OURSELVES; Different perspectives and conflicts can lead to change

Prioritized Standards Addressed This Week:

On Level Math

4.OA.1 Interpret a multiplication equation as a comparison
4.OA.2 Multiply or divide to solve word problems with multiplicative comparison

Advanced Math

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with a denominator of 100. Use this technique to add two fractions with denominators of 10 & 100.
4.NF.6 Use decimal notation for fractions with denominators of 10 & 100.

Accelerated Math

MGSE 5.NBT.1, 3, 4, 7 Add/Subtract Decimals

Reading/ ELA – RI2, RI3, RI5 W3 Supporting Standards: RL4;L1,4,5; SL2

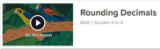
Science/ Social Studies SS4H1 Explain the causes, events, and results of the American Revolution.

***An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:15- 8:30 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson	-Greeting -Review Expectations -Hears Ferry Live -Student Success Skills: Lesson

	Lesson	Independent	Lesson	Independent	Lesson	Independent	Lesson	Independent	Lesson	Independent
Math: 8:20-9:25 On MyMath Book Volume 1 Advanced MyMath Book Volume 2	Grade 4 Math Fall Interim Assessment in Illuminate	Meet: Grade 4 Math Fall Interim Assessment in Illuminate At seat: Grade 4 Math Fall Interim Assessment in Illuminate Daily Spiral if finished with Interim Technology	Introduce Factor Rainbows	Meet: Introduce Factor Rainbows using Factor Rainbows Notes Page At seat: Factor Rainbows Worksheet; Daily Spiral Technology:	Introduce Prime and Composite Numbers using Prime and Composite Numbers Notes	Meet: Introduce Prime and Composite Numbers using Prime and Composite Numbers Notes At seat: Prime and Composite Numbers Practice; Daily Spiral Technology IReady Math	Review and go over worksheets and WB Pages from the week	Meet: Review and go over WB Pages from the week At seat: Make corrections to WB pages if needed; Finish Daily Spiral Technology: Ready Math	Introduce Multiples of 10, 100, and 1000 WB pgs. 197-198	Meet: Introduce Multiples of 10, 100, and 1000 WB pgs. 197-198 At seat: Factors, Prime, Composite Numbers Quick Check; Daily Spiral

		None Hands clean 😊 None		IReady Math Hands clean 😊 project/ Nearpod		Hands clean 😊 project/ Nearpod/ choice board		Hands clean 😊 project/ Nearpod/ choice board		Technology: IReady Math Hands clean 😊 project/ Nearpod
	<u>Lesson</u> Interim math assessment in illuminate Unit 5 test 11/2	<u>Independent</u> Meet: none At seat: assessment Technology none Hands clean 😊 none	<u>Lesson</u> Comparing and Ordering Decimals	<u>Independent</u> Meet: Pages 669-670 At seat: *Complete interim if needed Complete Pages 671-672 and Spiral Technology: IReady Hands clean 😊 project/ nearpod/ choice board	<u>Lesson</u> Comparing and Ordering Decimals	<u>Independent</u> Meet: Review pages 671-672 At seat: Begin Unit 5 review #1-7, WB review p. 681-683, Spiral Technology: IReady Hands clean 😊 project/ nearpod/ choice board	<u>Lesson</u> Unit 5 Review Vocabulary: Decimal Tenth Hundredth	<u>Independent</u> Meet: Check Unit 5 review #1-7 At seat: Compete Unit 5 review and WB review page 681-683; spiral Technology: IReady Hands clean 😊 project/ nearpod/ choice board	<u>Lesson</u> Unit 5 review Vocabulary: Decimal Tenth Hundredth Use CUBES	<u>Independent</u> Meet: Check unit 5 review andWB pages 682-683 At seat: NearPod review and self-grade spiral Technology: IReady Hands clean 😊 project/ nearpod/ choice board

<p>Accel</p> <p>Essential Questions</p> <p>How can I use place value and properties to add and subtract decimals?</p> <p>Small Groups T- Word Problems/ Inquiry work S- Spiral Work T- Technology (I-Ready)</p>	<p>Lesson Chart Unit #1 Data</p> <p>Introduce: Decimal Place Value</p> <p>Students will take notes and review vocabulary and decimal place value chart.</p>	<p>IND Teacher: Word Problems (Unit 1)</p> <p>Seat: Spiral Work</p> <p>Technology: I-Ready Math</p>	<p>Focused Lesson Rounding Decimals WBp. 303-304</p> <p>*Follow PPT for the week</p>	<p>Student Independent Practice WBp. 305-306</p>	<p>Focused Lesson Estimating Sums and Differences WBp. 309-310</p> <p>You can play this game (whole class) for extra practice https://www.abcya.com/games/estimating</p>	<p>Student Independent Practice WBp. 311-312</p>	<p>TAG DAY</p> <p>Quick Review</p> <p>Kahoot Game</p>	<p>TAG DAY</p> <p>Flocabulary Rounding Decimals</p>  <p>Submit for grade</p>	<p>Focused Lesson Add Decimals WBp. 335-336</p>	<p>Student Independent Practice WBp. 337-338</p>
<p>Read Aloud 9:30-9:50</p>	<p>Read Aloud <i>The Pumpkin Book</i> by Gail Gibbons</p> <p>Theme: Pumpkins The class will engage prior knowledge/schema of pumpkins and share their thinking on the charts at their tables in green. The teacher will read the book aloud to students and they will add their new learning in orange to the chart at their table. The class will review</p>	<p>Read Aloud <i>Pumpkins</i> by Jaqueline Farmer</p> <p>Theme: Pumpkins The teacher will review the text structures they have been learning. The teacher will read the book aloud. Working in groups, the students will each take one of the text structures to show for the class. For example: one group would</p>	<p>Read Aloud <i>The Runaway Pumpkin</i> by Kevin Lewis</p> <p>Theme: Pumpkins The teacher will read the book aloud. The class will work in groups to complete the Runaway Pumpkin Science Experiment to see how the height affects the roll of the pumpkin.</p>	<p>Read Aloud <i>Spookley the Square Pumpkin</i></p> <p>Theme: Pumpkins The teacher will read the book aloud. The class will create a list of descriptive words to describe a pumpkin. The class will use those words to do descriptive writing of a pumpkin.</p>	<p>Read Aloud <i>Pumpkin Town or Too Many Pumpkins</i></p> <p>Theme: Pumpkins The teacher will read the book about a town struggling with a pumpkin problem. The students will work to create their own pumpkin catapults to get rid of the pumpkins in their town. They will test out their designs and see which group (town) wins.</p>					

the vocabulary words in the story and each group will be assigned one vocabulary word to create an example for the class.

sequence the story, another group will show the cause and effect examples from the book, etc.

Specials
9:55-10:40

Stockard-Spanish
 Collins- Art/Rizzo
 Rutledge-Art- Strom
 Hunt- P.E.- Coach K

Stockard-PE/Coach K
 Collins- PE/Coach K
 Rutledge- Music/LeSaicherre
 Hunt- Art/Strom

Stockard-PE/Braddock
 Collins- PE/Coach K
 Rutledge-Spanish
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 Rutledge-PE/Coach K
 Hunt- Spanish

Recess
10:45-11:15

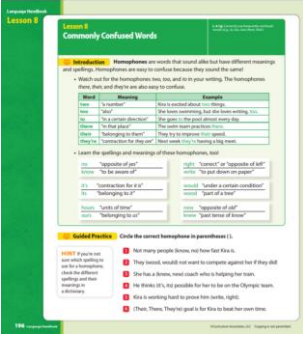
(Empty space for recess activities)

Writing/ ELA
11:15-11:45 & 12:15-12:45

ELAGSE4W1:
 Write opinion pieces on topics or texts, supporting a point of view with reasons. .

Language Arts skill of the week: Commonly Confused Words

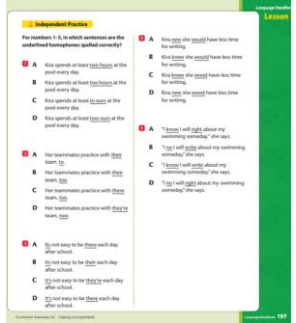
I-Ready Toolbox



Unit 2
Session 4: Using Elaboration Prompts to grow ideas

Language Arts skill of the week: Commonly confused words

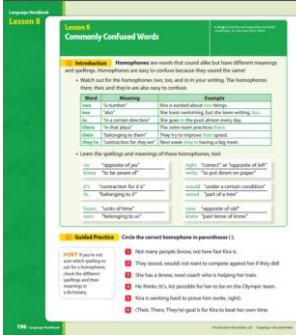
I-Ready Toolbox



Unit 2
Session 5: Mining our Writing

Language Arts skill of the week: Commonly Confused Word

Apply: Identify and correct and commonly confused words in your written accounts. (See reference guide)



TAG DAY
 Language Arts skill of the week: Commonly confused words


Apply: Look for names of places and things in your entry

REVIEW DAY

- Commonly confused words
- Elaboration
- Thesis Statement Box Frames
- Mining our writing

FUN IN WRITING FRIDAYS

Fact & Opinion Flocabulary



Submit quiz for a grade

ELAGSE4L2:
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

(Writing to Learn)

Materials:

- Cut out photo of a ladder
- Chart Paper
- “Qualities of Good Free Writing
- Ways to Push our Thinking Prompts
- Big abstract ideas and small precise ideas

Objective: We will learn that writers hold on to thoughts for longer periods of time – they elaborate.

Display: QOGFW- Anchor Chart

Model: Ways to push your thinking

Teaching Point: Hold on to thoughts for longer stretches of time. It helps to hold conversations with yourself about your own first thoughts. Some writers keep a list of ways to push our own thinking close by while they write and use elaboration prompts to prompt them to talk back to their own first ideas.

GUIDED: USING ELABORATION PROMPTS

Materials:

- Previous Narrative accounts
- List of Seed ideas
- “Questions writers ask of Earlier Entries –Chart
- Strategies for Generating Essay Entries –Chart
- “To Develop a Thesis Statement Chart

Objective: Writer’s mine their entries and their lives for insights, developing these into more fully formed ideas and thesis statements.

Display: Example of a a narrative account that will be elaborated upon

Model: Questions writers ask of earlier entries

TP: Instead of coming up with new ideas all of the time, writers often reread and mine their old writing, looking for jewels, that emerge for revisiting.

GUIDED: MINING OLD WRITING SAMPLES

Unit #2

Session #6- Boxes and Bullets

Materials

- Note cards for student theses
- Teacher Model thesis
- Student webs
- Chart Paper

Inquiry: What is a good essay plan?

Objective: We will learn that writers support their thesis by developing different types of reasons.

Model: Demonstrate how you generate reasons for your own thesis and deliberately model that you weigh and reject some possibilities.

Display: Model Opinion Statements and Reasons (Bullets)

TP: One way to make sure that your essays are strong in both form and content is to have a clear plan before you start writing – you can plan by using your boxes and bullets.

GUIDED: GENERATING OUR CLAIMS

Commonly Confused Words

Quizzz- FUN PRACTICE

<https://quizizz.com/join?gc=00895944>

Thesis Statement Practice



SUBMIT FOR GRADE

<https://share.nearpod.com/e/laiepAHCOab>

Generating an Opinion Statement and reasons to support it.

<https://www.timeforkids.com/g56/debate-halloween-saturday/>

Read: Should Halloween Be Moved to a Saturday

	<p>Small Goup Focus: Moving up and down the ladder of extraction.</p> <p>Shared: Using elaboration prompts</p>	<p>Shared: Tag and Talk about who various students chose, list of ideas and identify the one idea to develop</p>	<p><u>Shared:</u> Students will collaborate and share opinion claims / possible reasons that support the thesis statements.</p>		
	<p>Student Practice: Practice using the Ways to “Push our Thinking Chart” - use elaboration prompts to help stay longer with an idea.</p> <p>Use digital class notebook for entries / class notebook</p>	<p>Student Practice: Use the Questions writers ask of earlier entries to go back and examine ways to extend and enhance it.</p> <p>Write in writer’s notebook/ digital class notebook</p>	<p>Student Practice: Work on developing your own thesis statement and reasons.</p>	<p>Student Practice: Complete graphic organizer on article Opinion statement/ supporting details</p>	<p>Student Practice: Continue to take your ideas about something and write freely about it.</p> <p>SUBMIT IN TEAMS FOR TEACHER REVIEW</p>
<p>Lunch 11:45-12:15</p>					
<p>Reading /Phonics 12:45-1:35</p>	<p><u>Mini-Lesson:</u> Unit 3 Lesson 4: Prioritizing: Notetaking on What’s Really Important</p> <p>TP: “Today I want to remind you that researchers take notes about the big points. They also recall details and think “Does this detail go with one of the main points?” Is it important?” As you read and, think “How does what I am learning fit with what I already learned? Is this a new big point? Does it fit under an existing point?”</p> <p><u>Word Work: spec=see, look</u> TTW Introduce, teach, and review each of the vocabulary words for the week. Students record the words in their reading notebook.</p>	<p><u>Mini-Lesson:</u> Unit 3 Lesson 5: Synthesizing Across Texts</p> <p>TP: “Today I want to remind you that learning is all about making connections. When you read more than one text on a topic, it is important to pause in the midst of reading the second text (or third text) and think “How does this connect to what I already learned? Does this add on to what I learned earlier? Change what I learned earlier?”</p> <p><u>Word Work: spec=see, look</u> TTW review the vocab words. Students will sort the vocab words and definition.</p>	<p><u>Mini-Lesson:</u> Unit 3 Lesson 6: The role of the emblematic detail in nonfiction</p> <p>TP: “Today I want to teach you that once researchers construct a big picture of the topic by synthesizing the facts, they also record the drama of history. Often specific details will dramatize the point of view of real people in history.”</p> <p><u>Word Work: spec=see, look</u> TTW review the vocabulary words. The class will play read and review.</p>	<p><u>Mini-Lesson:</u> Review Day</p> <p>Review previous session and work with students in small group to support identified areas of concern or with students that may need additional support.</p> <p><u>Word Work: spec=see, look</u> TTW review the vocabulary words. Students will complete a choice board activity to complete for their vocabulary work.</p>	<p><u>Mini-Lesson:</u> Storybook Character Oral Presentations</p> <p>Students will share their oral presentations about their storybook characters they dressed up as with the class.</p> <p><u>Word Work: spec=see, look</u> The students will take a vocabulary quiz.</p>

	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p>Independent Practice</p> <p>*Vocabulary Quiz</p> <p>Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>												
<p>SS/Sci 1:35-2:05 Lines of Inquiry-</p> <p>~How can a revolution cause change? (cause)</p> <p>~How do events impact a person's perspective? (perspective)</p> <p>~How does position affect the perspective and phases of the moon? (change)</p> <p>Teacher Inquiry Questions- How did the colonists feel about taxes? What are taxes?</p>	<p><u>Focused Lesson</u> Causes of American Revolution</p> <p>Hook: BrainPop American Revolution https://www.brainpop.com/socialstudies/ushistory/americanrevolution/</p> <p>TW guide students through PPT explaining causes of American Revolution and filling in events on timeline</p> <p>SW complete guided notes and first 10 events on timeline</p> <p>Extension activities for Causes of American Revolution this week: 1. Causes of American Revolution Webquest 2. Studies Weekly weeks 1-3 3. American Revolution Choice Board 4. WB pages 25-35</p>	<p><u>Focused Lesson</u> Causes of American Revolution</p> <p>Hook: BrainPop Causes of the American Revolution https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/</p> <p>TW guide students through PPT explaining causes of American Revolution and filling in events on timeline</p> <p>SW complete guided notes and first 10 events on timeline</p> <p>What are you wondering now? Add a wonder to the wonder board.</p>	<p><u>Focused Lesson</u> Causes of American Revolution</p> <p>TW guide students through PPT explaining causes of American Revolution and filling in events on timeline</p> <p>SW complete guided notes and first 10 events on timeline</p> <p>What are you wondering now? Add a wonder to the wonder board.</p>	<p><u>Focused Lesson</u> American Revolution video</p> <p>Safari Montage Liberty Kids Intolerable Acts https://safari.fultonschools.org/SAFARI/montage/play.php?keyindex=351967&location=local&filltypeid=81&xc=1</p> <p>Write 3 facts you learned about Intolerable Acts and American Revolution or complete chart</p> <table border="1" data-bbox="1392 1105 1692 1230"> <thead> <tr> <th>What are some of the key events or individuals in this episode?</th> <th>Where and When Did They Occur?</th> <th>How did these event or individual shape the American Revolution?</th> </tr> </thead> <tbody> <tr> <td>•</td> <td></td> <td></td> </tr> <tr> <td>•</td> <td></td> <td></td> </tr> <tr> <td>•</td> <td></td> <td></td> </tr> </tbody> </table>	What are some of the key events or individuals in this episode?	Where and When Did They Occur?	How did these event or individual shape the American Revolution?	•			•			•			<p><u>Focused Lesson</u> Optional: Holiday Science fun!</p> <p>https://mysteryscience.com/trending/mystery-23/biodiversity/626?loc=activity-button#slide-id-0</p> <p>Students learn about creepy crawlers and make one to take home for decorations for the weekend:)</p>
What are some of the key events or individuals in this episode?	Where and When Did They Occur?	How did these event or individual shape the American Revolution?															
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<p>Are taxes necessary? Why or why not?</p> <p>How did the colonists feel about taxes?</p>	<p>What are you wondering now? Add a wonder to the wonder board.</p>				
<p>What would we do if we did not have taxes?</p> <p>What are some ways people persuade others to change sides?</p> <p>How does perspective change outcome?</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>	<p><u>Student Independent Practice</u></p> <p>Research landmarks and cities of IB country https://kids.nationalgeographic.com/videos/are-we-there-yet/ Also use MackinVia and Safari Montage resources</p>